



A SNOWY MORNING

DEC 21 1944

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*December*  
*1944*



## *In the Spirit of the Season*

Mr. Irvin R. Kuenzli, Sec'y-Treasurer  
American Federation of Teachers  
Chicago, Illinois

Dear Mr. Kuenzli:

I am enclosing my personal donation of twenty-five dollars for the Commission on Educational Reconstruction. Actually I consider it a 'Baby Bond' for Judith Ann, who is now eighteen days old.

Like all bonds, the dividends depend upon the ability and foresight of the personnel which it represents. The membership of our present Commission is a Board of Directors that is the best and will lead the way in making history for American education.

She, like other girls and boys, will receive her annual remuneration. I am confident that the rate of interest will be high on an investment that is financially sound.

Fraternally yours,  
(Signed) E. ROBERT LEACH  
Vice-President



# The American Teacher

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DECEMBER, 1944

## Commission Opposes Hasty Action on Military Training

The AFT Commission on Educational Reconstruction has taken action supporting an adequate program of national defense but opposing hasty or ill-considered plans to set up immediately a compulsory military training program for youth in peacetime.

In a communication to President Roosevelt the Commission pointed out that the requirements for national defense following the war will depend on the character of both international and national developments after the conclusion of the conflict. Since the United States now has between 11,000,000 and 12,000,000 trained men in the armed forces, there is no *immediate* need to establish a military training program for youth in peacetime.

The Commission urged that a commission of outstanding persons representing the army and navy, veteran organizations, educational organizations, labor, management, agriculture, and the public at large be appointed to inquire fully into the question of a national compulsory service act for youth and to make recommendations.

## AFT to Continue Support of Federal Aid Program

President Roosevelt recently came out publicly in support of federal aid to be allocated on the basis of relative *need*. This is the traditional position of the AFT. In Congress the AFT will continue to support this position.

## Negotiations Progressing in Oklahoma City Case

On September 28 the AFT office sent to all locals a bulletin in which a report was given on the investigation of the Oklahoma City situation. In this communication it was pointed out that initial steps had been taken toward negotiating a settlement of the controversy.

Since that time an additional step has been taken with reference to this important case. On October 31 a conference was held in Chicago with a representative of the Oklahoma City Board of Education, and we believe that we can report progress in the negotiations.

Tentative arrangements have been made for a further conference in Oklahoma City in the near future.

## Median Level of Education of U. S. Soldiers Is Second Year of High School, Says OWI

The median level of education of American soldiers in this war is the second year of high school, as compared with the sixth grade education held by the average doughboy in the last war, the Office of War Information has reported on the basis of comparative statistics compiled from representative sampling studies conducted by the United States Office of Education, Federal Security Agency, and the War Department.

In this war, 23.3 per cent of the soldiers had completed four years of high school, whereas only 3.5 per cent of the soldiers in the last war had done so.

The two largest groups in both wars, however, included those who had completed no more than five to eight years of grade school. The percentage was 27.4 per cent in this war, as compared with 55.5 per cent in the last war.

The number of persons who have completed no more than the first four years of grammar school, in this war amounted to 3.5 per cent, as compared with 24.4 per cent in the last war. No comparison of the rates for rejection for illiteracy can be made between this war and the last since in both cases these rejections have been closely associated with other causes for rejection and

comparable statistics cannot be obtained.

Four years of college or more had been completed by 3.6 per cent of the soldiers in this war, as compared with one per cent in the last war.

A percentage table, comparing Army enlisted men of this war and of the last war on the basis of the amount of formal education they had received, follows:

	<i>This War</i>	<i>Last War</i>
<i>College</i>		
4 years and over	3.6	1.0
3 years	2.0	0.8
2 years	4.0	1.3
1 year	6.3	1.5
<i>High School</i>		
4 years	23.3	3.5
3 years	11.2	2.4
2 years	10.9	4.2
1 year	7.8	5.4
<i>Grade School</i>		
8 to 5 years	27.4	55.5
4 to 0 years	3.5	24.4

Percentages in the last war were based on a representative sampling of 78,940 enlisted men. Percentages on this war were based on a representative sampling of about 100,000 Army enlisted men.

## Junior College Enrollment Shows Marked Increase

Marked increase in enrollment in most of the junior colleges of the nation is shown by reports received this fall from more than 300 of these institutions by Walter C. Eells, Executive Secretary of the American Association of Junior Colleges, Washington, D. C. Almost two-thirds of these junior colleges report an increase in enrollment over the same date last year, one-fifth of them report no change, and less than one-sixth report a decrease. Last year at the same time more than three-fourths of the reporting junior colleges showed a decrease. Twenty-seven institutions reported increases of 50 per cent or more. Eleven have more than doubled in enrollment this fall.

Many institutions, especially those for women, report capacity enrollments with many applicants refused admission. "Could have been twice

filled if we had had room accommodations," comes from a Virginia junior college. "Largest freshman class in the history of the junior college," from a coeducational institution in Minnesota. "Necessary for us to turn away approximately 100 young women and approximately 25 young men because of a lack of dormitory rooms," from North Carolina.

"It may take several years to get back to pre-war enrollments for the entire country," says Secretary Eells, "but the trend is now markedly upward again and should continue to increase as additional men are demobilized from the armed forces."

In almost 200 coeducational junior colleges reporting, the median percentage of men was stated to be 26 per cent. In 17 institutions more than half of the students so far enrolled are men.



# How to Study Sources of School Revenue and Its Distribution

Large and well-established locals are usually well acquainted with sources of school revenue and its distribution. Officers in new and smaller locals frequently express doubt as to how to proceed to examine such matters. In an effort to assist these people the convention committee on taxation and school finance suggested the following questions:

## Local Sources

1. At what percentage of full value is real property assessed?
2. How does the assessment in your community compare with that in other communities of comparable size and wealth?
3. What is the rate of delinquency in tax payment and is it efficiently handled?
4. How does the proportion of revenues available for schools compare with those for other services?
5. Is the relation of revenues in your city comparable to that available in other communities of the same size?
6. Does your school district obtain any considerable revenue from sources other than tax money?
7. Is public opinion regarding tax rates in your community expressed by representative citizens or by representatives of special or tax-dodging interests?
8. Are the bulk of your school funds secured from real property tax? If not, what percent or amounts are received from excise, payroll or other socially and economically undesirable taxes?
9. What is the situation in regard to tax limitation as it affects your district? If there is a limitation for school purposes in your district, do you know what it is and are you aware of what procedures must be followed to increase it or remove it?

## State Sources

1. What are the sources, amounts and bases for distribution of state money for schools?
2. Do state funds relieve the local school district or supplement existing funds?
3. Are state aid funds distributed so as to improve the efficiency of the school program, or do they perpetuate small, inefficient school districts?
4. Does your state aid program bring about true equalization, or does it tend to perpetuate differences in salaries or types of school program offered?
5. Does your state aid keep pace with educational needs and with the rising financial ability of the state?
6. Is there provision for definite apportioning of financial responsibility for school needs between the local, district and state?

## Federal Sources

1. In what amounts and from what sources are federal funds available for school support in your community (Smith-Hughes, George Dean Fund, Federal Works Administration grants, and Lanham Act funds)?
2. Are standards affecting distribution of federal funds met by your school district?

## Expenditure of School Moneys

1. What proportion of the school budget is spent for classroom teachers' salaries, administrators' salaries, instructional supplies, maintenance, and capital budget?
2. How do amounts spent for these compare with amounts spent for like services in cities of comparable tax-paying capacity?
3. How does your per pupil cost compare with that in comparable cities?
4. Does your financial statement show a transfer of operating funds for other purposes, such as building, debt reduction, or capital improvement? If so, are such transfers authorized by law?
5. Is argument that heavy debt charges prevent payment of adequate teacher salaries or proper maintenance of school program advanced by your school administration? If so, do you understand the exact debt situation and whether it would involve a possibility of refinancing with resulting economy?
6. Does your school district carry cash balance in excess of balances deemed reasonable for districts of its size?
7. Do you know any provision of your school law limiting the amounts of such cash balances?
8. Is payment on debt service used as a pretext for inability to finance the school programs properly during periods of declining debt charges?
9. Is the teacher load increased and are the resulting accruals used for budgetary cuts?
10. Does your school district pay out excessive amounts for services not usually provided for schools?
11. Do you know your state law governing the requirement for publication of the local school financial statement?
12. Do you know how and when your school budget is drawn up?
13. Does your local make suggestions in regard to budgetary items affecting teacher-pupil welfare?
14. Is your union represented at all budget hearings?
15. Do you insist on receiving a copy of the official budget prior to its adoption?
16. If school or local municipal authorities make cuts in budgets for necessary school services, are such cuts protested by union representatives?
17. Is support of labor unions and community groups secured to reinforce the union position involving such cuts?
18. Do you know who has the final responsibility for making budget cuts?

# State Aid to Schools in Indiana

By ANN MALONEY, Local 4, Gary

Indiana has taken some very forward steps the last few years in supporting schools and in raising the standards of teachers' salaries. For several years during the depression the state paid \$700 per "teacher unit" for each public school teacher above the kindergarten. A "teacher unit" was figured as one teacher for every 35 pupils in the grades, and one for every 25 pupils in high school.

In 1943 the Indiana legislature passed a law raising the minimum salary of all teachers. At the same time the State Board of Finance increased the amount of state aid paid per teacher and based this amount on the minimum salary schedule. The minimum salary schedule set by the state is: \$1250 per year for a teacher with 2 years' training; \$1350 per year for a teacher with 3 years' training; \$1500 per year for a

teacher with either a Bachelor's or a Master's Degree. The teacher also receives an increase of at least \$25 per year for the first eight years of teaching. (A teacher may receive more than \$25 a year increase.)

In 1943 the state paid to each school system 80% of the average minimum salary of each teacher, based on the above salary schedule. This amounted to over \$1000 per teacher. In 1944 the state increased this to 100% of the average minimum salary of each teacher. Hence the State of Indiana pays almost \$1300 of each teacher's salary. The local community pays the remainder. This action has increased teachers' salaries throughout the state. It is hoped that other states will follow Indiana's example in setting up a minimum salary for teachers and in appropriating state funds to supplement teachers' salaries.

## STOP THE "MILLIONAIRE'S AMENDMENT"

By LESLIE C. SCHWARTZ, Local 2, New York

Working very stealthily, powerful interests have advanced the "millionaire's amendment" to a point where we cannot afford to neglect it any longer. This proposed federal amendment would limit federal taxes on incomes, inheritances, gifts, and estates to not over 25%. Already sixteen states, among them Pennsylvania, Illinois, Michigan, and Massachusetts, have adopted resolutions urging Congress to propose this amendment and to call ratifying conventions in the states.

This amendment would create a catastrophe in federal finance and social solvency. By limiting tax collections to a maximum of 25% it would relieve the wealthy classes from their just and full share in the maintenance of our government. DuPont or any other industrial potentate with an income of \$1,000,000 a year would be saved \$500,000 a year or more from present income taxes. Teachers and other lower middle class groups, now paying rates which

average 20% or more as a war emergency, would have to continue these rates the remainder of their lives. Multi-million-dollar estates would be handed on only one-fourth diminished, to perpetuate and accentuate great differences in wealth.

To the further impoverishment of lower income groups, part of the loss in revenue might be recouped by a heavy federal sales tax, probably no less than 10%, which has been frequently advocated by some interests. Drastic curtailments of socially desirable projects and expenditures would be the order of the day. School budgets would almost certainly suffer as a result of this change. The clock of federal finance would be turned back two full centuries in the U.S.

Unless we wish to avoid this retrogression in taxation, we must publicize and protest this outrageous proposal by letters and resolutions to Congress, to the Legislature, the press and every organ of opinion.

# Rural Teachers in French Resistance

A release from the French Press and Information Service, an agency of the Provisional Government of the French Republic

**I**N FRANCE, as in all occupied nations, Germany directed a large measure of repression against education. Endeavoring to eradicate all the ideals and standards of democracy, the Nazi invaders worked systematically to substitute fascist theories and glorify the State and the subservience of the individual.

Neither students nor teachers responded to the "new trend" in education. Resistance spread through the universities—student body and professors alike. Even in the grammar schools, non-conformist teachers kept alive the principles and practices of democracy.

Leaders of French thought were shot down or dragged away to torture chambers or concentration camps. One of the final German atrocities reported from France was the wanton destruction of Oradour-sur-Glanes, where even the children in school were burned to death with their teachers.

Rural school teachers, scattered through the villages of France, formed an important sector of the Resistance. In daily contact with the parents of their pupils, who are for the most part peasants, and with the young men of the "commune," these teachers have been in a position to influence greatly the attitude of the entire village toward the German and Vichy government. Many of them, in addition to their teaching duties, served as clerks in the town hall or directors of athletic clubs and young people's groups, which gave them even greater access to the population.

Like the other Resistance groups within France, those composed of students and teachers had their own clandestine press. One of these papers, "L'Ecole Laique," told a part of the story of these rural school teachers in the French Underground.

"In one village, the school teacher was the town clerk. He and the local farmers' association made careful plans to arrange that, when the farmers came in to report the acreage of their fields and the yield of their crops, the smallest possible figures would be set down. Word was then sent around to the peasants to hide their wheat crops. As a result, the two village bakers can supply bread to everyone—with or without

ration cards. 'No wheat for the Boches; keep it for the French' is a slogan readily understood.

"In another French village the schoolteacher was quite young. All the boys of the village who had been called up for deportation to Germany came to him for advice because they were determined not to go. On the appointed day a large crowd, singing the 'Marseillaise,' gathered in the village square around the bus that was to take the young men away. But none left: the tires of the bus had been punctured. Four days later the Gendarmes arrived in the village, but except for three young boys, all the men, including the school-teacher, had taken to the Maquis.

"In a town perched high in the mountains, the schoolteachers persuaded the population to give food and shelter to the young men of a nearby Maquis. A collection was taken up for them, which brought in 12,000 francs. In the evenings, the schoolteachers and the other women knitted and sewed for these young men, who preferred the hard but free life of the Maquis, rather than serve the Nazis.

"In one rural locality the schoolteacher organized an active National Front Committee. Another schoolteacher went to see an old patriot, who had enough authority to form a Fighting France Committee, and the two worked together on the project."

The article closed with an urgent appeal to rural teachers to follow the example set by these patriots.

"Country schoolteachers! Many of you are reserve officers; you must train the young resisters; and organize patriotic militias which will insure order in the campaign against terrorists and the Gestapo.

"Everyone can and must help. The fight for resistance is everywhere, in each village, in each hamlet. But you must act immediately and in every field. It is not enough to say you are a resister and settle down quietly to every day life, for every one of us shall be judged by his actions. We are convinced that the entire teaching body will prove itself worthy of the circumstances and defend the prestige and future of state schools for the French people."



OFFICIAL U.S. AAF Photo

WAC Sgt. Muriel J. Holmgren, of Monrovia, Cal., stationed at Moses Lake Army Air Field, checks over the monthly historical report of the airfield. Sgt. Holmgren, historian of the base, has made good use of her college training in history and English and her years of teaching in high school.

# A Teacher Finds Her Place in the WAC

This article was sent to us from the

Headquarters of the Army Air Field

at Moses Lake, Washington.

**W**HEN the second world war is over and the inevitable discussions begin, it will be possible to check what really did happen, because for every organization on every military base, here and abroad, wherever there are American soldiers, sailors, marines, Wacs, Waves, Spars, or what have you, there is at least one historian whose assignment it is to give a clear, concise picture of what happens. And what happens amounts to practically a master's thesis every month.

Organizations such as bombardment groups, and even their subordinate squadrons, have separate historians, so eager are the powers-that-be to get the real story. Every detachment everywhere that falls under the American military has, since last September, turned in a monthly report; and if these detachments have not already submitted the earlier installments (telling the story from the activation of the unit), they are getting powerful reminders from higher authority.

So thousands of people are trying to write histories. Some of them are miserable in the job, unprepared and unequipped as they often are for the assignment; and the resultant histories are sometimes just as miserable, according to those who are in a position to know. To the average man in military circles, to be assigned as historical officer is the ne plus ultra of all impossible jobs.

And that is where the Wacs come in—or rather should come in, if the case of Sergeant Muriel J. Holmgren is indicative.

In October 1943, when she was classified as a translator and sent from basic training to the army airbase at Blythe, California, she was assigned to combat intelligence of a bombardment group. There were no French soldiers at the base, nor was there any French to translate. In fact, for a while Private Holmgren was discouraged because, except for keeping up a war map, listening to aviation talk, and trying to remember that twenty-year-old boys (young enough to have been in her high school English literature classes) were officers, she had very little to do.

Then one day a TWX (that's the army's private telegraph line) announced that the September history of the group was overdue. The major told the captain to get the history done. The captain passed the information (and the buck) on down to a first lieutenant, who, after struggling for a week or so, turned his efforts over to a sergeant to be typed.

A glance at the typewritten pages told the ex-English teacher that she was needed in the army after all. So she diplomatically suggested to the lieutenant that she would be glad to check the spelling and punctuation for the sergeant. The young officer doubtfully accepted her offer.

As she skimmed over the history with a teach-



er's practiced eye, she forgot that she was only a private. Marching straight to the captain, she told him how bad the whole thing was. And she knew what she was talking about, even though she had learned only the week before that the B in B-24 stood for bomber. When she had finished her dissertation, she realized that the captain was staring at her in amazement and stunned silence.

Suddenly she realized what she had momentarily forgotten—there are *channels* in the army and lecturing on the shortcomings of officers is insubordination or worse. She stood at attention and waited for her dressing down.

But the captain had no word of reprimand. He grabbed the phone, called the major at group headquarters, and shouted: "The saints be thanked! We've got a historian. She knows all about passive voice and how to dangle participles, and she says that our stuff is corny and doesn't tell the real story at all. She has her master's degree, and was a high school English and history teacher. And she's dying for something to do. She's a natural!"



And so, to the relief of one headquarters and four squadron officers, who were expected to compile the history, Private Holmgren was made historian of the entire organization. She knew nothing about the air corps, but she knew how to ask questions. And the officers, loathe as they were to write, loved to talk. Because it was all new to her, it was all significant and interesting. And once familiar with the organization of the group, its functions and mission, its problems and accomplishments, its distinguished personnel and its GI's, she found that the job of putting the story into historical form was second nature to her for she had written term papers and theses during six years of college work.

Private Holmgren was her own boss. She came and went as she saw fit. Her position automatically cut all channels, and majors and colonels became casual acquaintances. Everyone was nice to her, and the intelligence officers were almost reverent.

The September history was rushed off to stop the daily TWX's. Then the enormity of the job she had assumed really opened up. Only the first installment of the earlier history had been done, and the group dated back to January 1941, trailing through six states to nine different bases, scattered from coast to coast. Records were sketchy,

and there had been almost a complete turnover of personnel; but Private Holmgren got the story, at the same time keeping up the monthly installments.

When the base was reorganized in December, the historical officer from Second Air Force headquarters suggested that Private First Class Holmgren be made historian of the entire base. Then another new world opened up, vital and challenging. Again she turned what had been considered a dull job into a creative contribution to the war effort.

When in April the base at Blythe was closed, Corporal Holmgren was transferred—first to Walla Walla, then to Moses Lake, Washington, where the record of her experience in writing military history made her a welcome figure at headquarters of the newly activated base. Once more Corporal Holmgren found a new world—a fighter pilot training base in the making. And again she found joy in trying to present, in non-military language, the story of the activation of Moses Lake army airfield, an isolated desert base with almost unsurmountable handicaps to overcome.

Shortly after her first historical report was submitted, a letter came to Moses Lake from Fourth Air Force headquarters informing the non-existent Historical Officer that the historical report from Moses Lake was "without qualification the best report received to date. You are to be congratulated on an excellent piece of work which will stand as a model for some time to come." Whereupon the commanding officer at Moses Lake wrote for Corporal Holmgren a letter of commendation assigning to her the commendation and congratulations expressed in the Fourth Air Force letter.



Although approved for officer candidate school and eager for the rank that goes with her job, Sergeant Holmgren is reluctant to leave the busy field in order to submit to three months of academic training. Besides, when she has time to think about anything other than meeting that ever-recurring deadline, she pines for overseas service, where the possibilities for interesting events are inexhaustible.

To the inevitable question, "Are you glad you joined the Army?" Sergeant Holmgren has a squelching answer: "Every one with any spirit wants to be in the army in war time!"

# Architects of the Future

By  
GEORGE E. AXTELLE

TEACHING over-crowded classes with inadequate equipment often seems a drab, routine affair. Teachers sometimes feel that their work is of little significance, that they are quite unimportant. The public itself often attaches too little importance to its schools and their teachers.

It is time, however, that we as a profession see education in proper perspective, and that we help the public to get a vision of its full significance. The history of our times cannot overlook the predominant role of schools in Germany, Japan and Russia, in shaping the generation that fought this war. *Nor should it overlook the schools of Hawaii, which in a generation transformed the children of Japanese ancestry into devout, loyal Americans, genuinely dedicated to democratic ideals.*

Obviously schools exert a profound influence upon history. The character of that influence is of paramount concern to those interested in the future of peace and democracy. There is no more important public question. What values do they teach? What loyalties do they inculcate? What character do they shape?

By the same token these should be the central concern of our profession. We need to ask also, what are the values and loyalties essential to a democratic society? What is the democratic character? Being clear on this score we must then ask, how are these loyalties and values developed? How is the democratic character shaped? I can imagine no professional group more interested in these questions than one whose slogan is "Democracy in Education. Education for Democracy."

All teachers, but particularly members of the American Federation of Teachers, should therefore welcome the Seventh Yearbook of the John Dewey Society, which deals with these questions.\* It would be difficult to name a more timely book than "The Public Schools and Spiritual Values." It is a brilliant treatment of the most important problem of the American people and American education, the shaping of the American character. It is exceptionally well written. Although prepared by a committee, it possesses an almost seamless unity. The intelli-

gent layman, the student and beginning teacher, and the seasoned and mature educator should all find it not only inspiring but of great practical and immediate help. Seldom does a professional book so happily combine theory, practice and readability.

The first part sets forth the community background of loyalties, ideals and values, how they develop, and what constitutes their validity. It distinguishes spiritual values in the life process of the community, and indicates those that are basic and essential to the full life of both individual and community. The argument of secular vs. religious instruction of spiritual values is conducted with great skill, competence and temperance. The respective protagonists are in dead earnest but they keep a fine respect for each other. No one interested in this question should miss this discussion.

Chapter six, "Learning Spiritual Values," is a work of art. This essay should long live as both a pedagogical and a literary classic. It is Educational Psychology in one chapter. The subject is treated with such clarity and simplicity that a young teacher with this as his sole professional guide could find teaching a great adventure and a great inspiration. He would not likely fail to find himself engaged in the highest of all the arts, the most significant of all human activities.

No names are signed to chapters, but no one would fail to recognize William Heard Kilpatrick. It is written out of the depth of his thought and character, the condensation of a rich life and a profound philosophy into a literary gem. This chapter is excellent proof that art is the supreme educative medium.

Two chapters on "School Practice and Spiritual Values" spell out in concrete and practical terms the application of the first part of the book. Many concrete illustrations taken from different age levels and different kinds of activities and subject matters are narrated and interpreted. Whoever wrote these chapters knew children and schools. They observed with very discriminating and understanding eyes. We see learning at its best, and we see clearly why it is best. These chapters greatly increase the practical value of the volume to classroom teachers.

The last two chapters, "Aesthetic Values" and

\*John S. Brubacher, Ed.; *The Public Schools and Spiritual Values*; Harper & Bros.

"School Administration and the Development of Spiritual Values," would have been good chapters in the ordinary volume. They are so good it seems picayune to criticize them. However, it must be admitted they do not keep up with their company. "Aesthetic Values" is not quite certain whether all experience is potentially aesthetic. In one place it distinguishes between fine art in which means and ends are perfectly suited, which has no purpose beyond itself, and practical art which "has a more remote end to which it is bent and constrained." In another place it suggests that even practical arts have their aesthetic quality.

Had it been consistent with the rest of the book it would not have made the distinction between "fine" and "practical" arts. Instead it would have distinguished between those activities which are at once instrumental and consummatory, in which means and ends are perfectly suited, and those lacking in immediate meaning and significance, i.e. the routine and mechanical. Whether an activity actually possesses this quality of illumination and vivid significance, whether it is a creative-aesthetic experience, is not de-

termined by the fact that it involves "fine" or "practical" art. That depends entirely upon the way in which the individual is involved in the activity. If it engages the whole personality, if it is incandescent with purpose and meaning, it is a creative-aesthetic act whether it involves Shakespeare, Beethoven, planning a day's work, interpreting a current event, or making a kite.

It is an encouraging sign that school administrators are beginning to think about the educative conditions essential to spiritual values. The last chapter indicates some hopeful beginnings but lacks the concreteness of suggestion that teachers will find earlier in the book. Since as a matter of fact administrators play such a central role in organizing the educational program, in selecting teachers and in offering community leadership, it is to be regretted that this chapter is so general and merely inspirational.

This book marks a significant step in American educational thinking. Should the profession and the public learn its lesson the future of American democracy would be safe. It is to be hoped that it will receive the attention it deserves.

## Training of Teachers in England

By PROFESSOR F. A. CAVENAGH

Professor Cavenagh has been a Professor of Education at King's College, London, since 1937. He is a member of the Council of the British Institute of Adult Education, and of the Central Council for Group Listening (British Broadcasting Corporation). He is the author of many articles and reviews on educational matters in Britain.

THE TRAINING of teachers in England has long needed tidying up. It has grown up in piecemeal and haphazard fashion, and is full of anomalies and inconsistencies. To give one example, as things stand, a teacher in an "elementary" or primary school cannot become "certificated" without training; whereas there is no obligation to be trained for a teacher in a secondary school. In fact, a man with the highest university degree who might desire, for social reasons, to serve for a time in a primary school, could do so only as an "uncertificated" teacher on a very low scale of salary, unless he had taken a course of training.

The causes are to be found in history. In the early 19th century elementary education in England developed as an affair of the churches; its aim was to give the minimum secular education to the masses, so as to fit them for the humblest pursuits in this world and to save their souls in

the next. Teachers, therefore, received a very meager education, and occupied a lowly position in society. Training was provided in denominational training colleges, which were nearly all residential.

But from about 1890, another type of training was instituted—the Day Training College, as it was called—which provided a four-year course in a university; three years were spent on academic studies leading to a degree, and the fourth year was spent on professional training. There are thus still two main ways of becoming a trained teacher: a two-year course in a training college, or a four-year course in a university. It does not necessarily follow, however, that the student in the latter type goes into a secondary school, or receives an appreciably higher salary. That is only one of the anomalies due to the way in which educational policy in 19th century England just "happened," without any sound basis



of principle.

The need for reform has been accentuated by war conditions, and by the new educational projects embodied in the Act of 1944. The war has led to a serious shortage of teachers; and the Act requires, for its working, a very large increase in the number of teachers. The pre-war establishment of teachers in England and Wales was about 200,000. To fill up the gaps caused by war and to provide for the expansion of the educational services, an additional 100,000 will be required. The shortage of teachers is, in fact, the "bottle-neck" that holds up educational progress at the moment. Thus, the raising of the school-leaving age to 15 was, by the Act, to take effect on April 1, 1945; but the Minister of Education (Mr. R. A. Butler) has already had to postpone the date by a year. (It should be added that a contributory cause is the shortage of school buildings, due in part to the considerable amount of damage by enemy action.)

To help him in solving this problem, Mr. Butler set up, in March 1942, a Committee to consider the "Supply, Recruitment and Training of Teachers," under the chairmanship of Sir Arnold McNair, Vice-Chancellor of Liverpool University; this Committee reported in May, 1944. The McNair Committee was charged to deal with long-term policy, rather than the immediate problems caused by the war. There is an entirely separate scheme for recruiting potential teachers in the fighting services, and for giving them intensive courses of training before and after demobilization; this is an emergency plan, which cannot pretend to offer really adequate preparation for the work of teaching.

Of the problems considered by the McNair Committee, that of recruitment is probably the hardest. The fact must be faced that teaching is not an attractive profession except to the comparatively few who have a special gift that way. Nor is education regarded by people at large with the esteem that it deserves. Hence the outstanding feature of the McNair Report is its attempt to raise the standing of education—which involves the status of the teacher. A number of deterrents are discussed. Salaries are low; but that is perhaps not the most serious objection in young people's minds. They know that they might have to work in obsolete buildings, with classes so large that genuine education is impossible. They feel, too, that teachers are a "race apart," with little contact with the adult world. Teaching seems to them a static and unadven-

turous occupation, offering a humdrum career with no glittering prizes. Some of these drawbacks are inherent in the teacher's job, and will always be a deterrent to those who have not a real vocation for the work. Others, however, can be at least alleviated, and the McNair Report makes many suggestions for reforms. The most important of these can be briefly summarized as follows:

1. To get rid of the present rigid distinctions between various types of teachers, there should be one common qualification, a basic requisite analogous to the license to practice required by a doctor. All teachers so qualified would then be "recognized" by the Ministry of Education and would form an accredited teaching profession. It is hoped that this would lead to a more unified profession than exists now. Note that this is intended as a *minimum* qualification; there would be inducements to take further qualifications, such as a degree or higher certificates. The duration of the minimum course for teachers should be three years (instead of two as at present).

2. In the same way, there should be a minimum basic scale of salary for all. This would be independent of the type of school in which the teacher worked; thus, a qualified teacher in a primary or nursery school would be in just as good a position as one doing advanced work in a secondary school. It should be recognized that the one type of work is as skilled and honorable as the other. But there should be additional payment based on extra qualifications or on work of special responsibility. That goes about as far as is possible towards the impracticable job of assessing (and rewarding) individual merit.

3. In order to increase the numbers and vary the lives of teachers, it is recommended that there should be more part-time posts, and also that teachers should, where suitable, be seconded to other work. It has now been enacted that women shall no longer be required to resign their teaching posts on marriage; but a married woman, especially if she has children, can hardly undertake full-time work in a school with any justice to her family—yet she might do excellent work, say, in the afternoons. The same applies to elderly persons. As for secondment, it is clearly an advantage if teachers could serve for a time in a training college, and vice versa; there might even be exchanges between the teaching and the administrative services. Naturally there will be many difficulties in applying this principle, but



it is nevertheless sound.

4. There has been in the past, too much segregation of the intending teacher [teacher-in-training]: he (or she) has been trained in an institution where everybody was going in for teaching. There are certain advantages in a seminary, but on the other hand, the general effect on the mind and outlook is narrowing. The McNair Committee accordingly desire to see the universities play a greater part in the education and training of teachers. This does not mean that they should all actually attend a university, for many of them would be unfitted for university studies, and, indeed, would find them irrelevant to their future work (e.g. in nursery or even primary schools). Still less does it imply that all should take a degree; that would lead either to numerous failures or to lowering the standard of a degree. What it does mean is that universities should take far more responsibility for the teachers of the future.

This raises difficult questions about the "proper functions" of a university. As Dr. Abraham Flexner has said in a memorable sentence, "Universities are likely to fail in their highest obligations precisely to the extent that they assume irrelevant and distracted activities." That is true; but the question remains whether the education of teachers is "irrelevant." The McNair Committee certainly do not think so: they are unanimous in recommending that the universities should exercise at least more supervision of the work.

On the actual form that this supervision should take there is, however, a sharp difference of opinion. The Committee, which consisted of ten members, is equally divided. Five consider that the universities should each set up a "School of Education," which would have two functions, first, that of organizing the studies in all the training colleges of its area; these colleges would be affiliated to the School, so that there would be easy interchange of staff and (to a less extent) of students. Its other function would be that of a center of research and of advanced study in education, a place where, e.g., students from other countries would come to study English education (it is felt that after the war there will be many such students from the devastated countries of Europe).

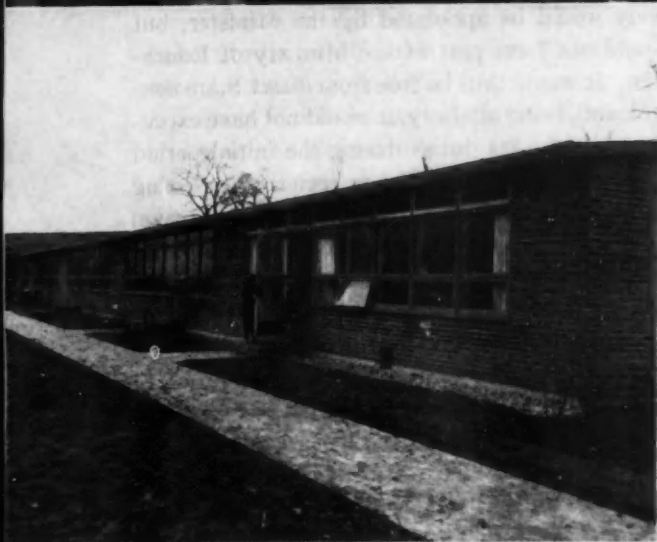
The other half of the Committee favor a less direct association of universities with the training colleges. There are already "Joint Committees" composed of university and training college teachers (and others), whose chief function is the

examination of students. It is recommended that these Joint Committees should be strengthened and enlarged, and that their duties should be extended to cover the studies, as well as the examination, of future teachers. The difference may at first sight appear small, but the second scheme would, in fact, affect the universities but slightly, whereas the first would make a very considerable difference. Since the publication of the Report, universities and other interested bodies are carefully considering the schemes, and it is too early to say which (if, indeed, either) will be adopted. But it is safe to say that in any case the training of teachers will benefit from some greater degree of university influence.

5. Another administrative proposal is that there should be set up a small but authoritative Central Council on the training of teachers. This body would be appointed by the Minister, but would not form part of the Ministry of Education. It would thus be free from direct State control, and, being advisory, it would not have executive powers. Its duties during the initial period of 5 to 10 years would be to review the existing provisions of training and advise on expansion and rearrangement, e.g. the allocation of colleges to university Schools of Education (or of Joint Committees, if that alternative scheme be adopted). There is no division of opinion about the Central Council.

6. Lastly may be mentioned the recommendation that students who receive grants from the Ministry with a view to their becoming teachers should no longer be pledged, as a condition, to go in for teaching. There should undoubtedly be financial assistance from the State to students, but the grants should cease to be earmarked for a specific purpose. Long experience shows that students often find their vocation elsewhere, and that it is wrong to place them under a moral, if not a legal, obligation to become teachers.

As already remarked, the McNair Report is concerned with long-term policy. Its proposals will undoubtedly add considerably to the national expenditure on education. But, as the Report emphasizes, we have in the past tried to run Britain's educational system "on the cheap," with a corresponding lack of esteem among people in general. The new proposals should go a long way to rectify this unfortunate position, and to produce a worthier attitude towards education and the teachers. One fact is certain: that without adequate education no modern nation can prosper, or indeed survive.



Acme Photos

**A Modern Schoolhouse in Glenview, Illinois**

## The Schoolhouse Goes Modern

If you want to see what is claimed to be one of the best-lighted, best-heated, best-ventilated, safest elementary schoolhouses in the United States, you should visit the new school at Glenview, Illinois, a small suburb northwest of Chicago. When wartime expansion of the Naval Air Station at Glenview necessitated taking over the ground on which the old schoolhouse stood, the new school was built in record time.

The top photograph in the accompanying group is an interior view of a typical classroom, looking toward the west wall. Seats and desks are movable, permitting pupils to eliminate shadows on their work. Fluorescent lighting is used on dark days. The sloping ceiling reduces noise by preventing sound from vibrating, and also aids the flow of air through the room. All walls in classrooms and halls can be used as bulletin boards.

The center photograph is a view of the exterior of the building. It is a one-story structure built on a 10-acre tract. An unusual feature is that each classroom has two doors, one of which opens directly to the outside, so that in fire drills the entire building can be cleared in 30 seconds.

The bottom photograph shows the same classroom as the top photograph, but in this view the camera is facing the east wall. Since there are ceiling level windows on the west wall in addition to the larger windows on the east wall, cross ventilation is provided and shadows are minimized.

One of the most interesting features in this modern schoolhouse is that each classroom has its own workroom, separated from the rest of the classroom by a glass partition, which prevents noises from being transmitted but allows the teacher to see what is going on in both parts of the classroom. Each workroom contains a drinking fountain and a sink.

Since these photographs were taken, a new wing has been completed for the primary grades. In this wing each classroom has its own lavatory.

Because the building is strictly functional in every detail the children feel entirely at home in it, says their principal, Mrs. Lillian Hossman, who speaks with great enthusiasm about the many advantages of the new structure.

# Why Not Introduce High School Students to Some Negro Publications?

By A NEW YORK CITY TEACHER

In later life the reading of biography is a delightful experience. Why not give the student an introduction to that type of literature and some training in a fuller appreciation of it?

*Up from Slavery*, the biography of Booker T. Washington, is not a literary masterpiece—it has a number of pedestrian chapters. But it possesses a great quality—an honest face—and what the students always appreciate—simplicity of expression. As biography it has significance. It presents an outstanding personality and throws light on an important phase of our history. Some well-intentioned people might say, "It explains the Negro 'problem.'"

If the book is studied in the lower grades of high school, where it belongs, about four or five weeks may be allotted to it. Now, the text is so simple that the average student will not require all that time. Thus the teacher has an excellent opportunity to use *Up from Slavery* as a springboard for a general study of the Negro—as a people, as human beings like others—and not as a "problem."

One might begin with a study of Negro newspapers. A half dozen of them, circulated around the room, produce an interesting reaction. The papers *look* colored. On the front page and inside are pictures of colored folk. The society columns come as a shock. They had expected the Negro papers to be a somber presentation of the struggle—in a general sort of way. Instead they find a multiplicity of items about all sorts of colored people, plus all the silliness of the white papers. Exactly the same! Now the teacher assigns a number of students to clip from a paper like, let's say, the *New York Times*, any item whatever pertaining to the Negro, for an entire week. The difference of emphasis is appalling. What a minor role—and, often, how humiliating!

High school libraries are not provided with Negro periodicals. The study of an issue of *Opportunity* or *The Crisis* might be assigned for a special report.

If the school is lucky enough to have its own library, a special shelf should be set aside for books on the contribution of the Negro to our national life. The teacher asks the librarian to have the books sent to the classroom. She intro-

duces each book briefly and gives the class a chance to examine it. Then she finds out the youngsters' special interests, such as sports, music, the stage, etc. Each student who has not been assigned a newspaper or periodical project is asked to report on a book dealing with the subject.

Times have changed since Booker T. Washington wrote his story. The Negro has become more militant. He has learned to organize. He has become a part of the labor movement. Here again some interesting projects can be assigned, such as "The Negro in the Labor Movement" and "The March on Washington Movement."

A project is often something the student works out by himself. In this instance the desired end would not be achieved by such a method. The teacher must provide classroom time for the presentation and discussion of these reports. Children should be encouraged to work in groups on a common problem. And the discussion should be free of that hypocrisy which is so natural to grown-ups. Let them bring their prejudices out in the daylight and let them take time to learn.

What will be the result of such a study? Will a child reared in an atmosphere of anti-Negro prejudice become cured of it because he has heard about Carver or Randolph or Roland Hayes? Hardly! But he will at least realize how little he knows about his colored brother, who isn't merely a problem, but that highly complex, interesting thing—a human being. He will realize how much he has to learn about him. Perhaps he will want to become acquainted. It is only a first step—in the right direction.



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## **Destruction of Family Life in Occupied Europe**

Field Marshal Von Rundstedt is quoted as having said: "We Germans must number twice the population of our neighbors. Therefore we shall be compelled to destroy one third the population of all adjacent territories. We can best achieve this through systematic malnutrition—in the end far superior to machine guns . . . Starvation works more effectively, especially among the young."

The German plan called for the destruction of family life to achieve these ends. Millions of persons in the occupied lands were displaced and many of them sent to Germany. In Holland 850,000 people were made homeless. In Greece more than a thousand communities were destroyed and the problem of food was so urgent that parents and children went their separate ways to seek subsistence. In Poland, in addition to displacing an estimated 8,000,000 Poles, the Germans exterminated 10% of the population and left another 25% destitute. Russian families suffered greatly, with as many as 17,000 children removed from Rostov alone, to be sent to slave markets in Germany. It is estimated that in Yugoslavia at least nine percent of the children are homeless because their parents have been killed or separated from them by the Axis.

### **Child Health Suffers**

In few of the occupied countries was enough food provided for children. As a result approximately a million French children have died from lack of sufficient food. In Greece, infant mortality went up 75% and an examination of 25,000 children in Athens showed 75% of them to be consumptive. The mortality rate in Poland went up 45% from 1939 to 1940; children received only 15% of their food requirements and some of them were forced to submit to blood transfusions for the German army. In March, 1944, the Yugoslav government estimated the mortality rate among Yugoslav children driven from their homes at between 75 and 80 percent. In 1940 more than 20,000 children in Prague suffered from tuberculosis, an increase of 98% in three years. The Belgian birth rate has fallen seriously.

### **Parents, Children, and Teachers Fight Back**

As the Germans struck at educational institutions and home life, the children of Europe joined parents and teachers in fighting back.

Belgian children were taught their real history despite the removal of their textbooks, and they sang their national anthem despite German orders to the con-



With its National Red Cross in charge of the work, and help in private homes or in special centers, for many thousands of Europe's children. The photograph on the left shows a Yugoslav child, survival expression on this child's face and that of the little French boy, the good results of the care and affection given him by his foster

trary. The German occupation of Greece increased the eagerness of Greek children to study their country's history.

In France children helped the resistance. In Poland they studied at schools conducted by the underground; in Warsaw alone between 85,000 to 100,000 children were educated in secret. Teachers formed strong resistance groups in many countries. In France they publicly protested against Laval's efforts to make them "propagandists on the payroll of Fascism." In Norway 10 percent of the teachers were arrested and sent to concentration camps but the remainder held steadfastly to their refusal to join a German teachers association.

In Copenhagen 80% of the students are said to be working for the underground. Copenhagen's universities and high schools are practically empty and all lists of students have been destroyed for fear that the students will be deported to Germany for slave labor.

Despite German efforts to prevent the teaching of English in Dutch schools, seven of every ten children in Maastricht speak good English, according to a *London Daily Mail* correspondent. The correspondent quotes a teacher as saying: "We went out of our way to fool the German and Dutch Nazi authorities. We realized

# **Education and Child Welfare**





the work and has provided vacations of three months each, either by thousands of the starving children from 4 to 14 years of age. The Little French boy in the photograph on the right. The French boy shows the him by his foster-mother in Zurich.

the occupation might last for years and we knew how big was our responsibility. The Netherlands teachers were guardians of the future Netherlands generations. We fought for our children and they responded well.

"They never squealed, never let us down. The Germans banned English lessons, yet you can see that the children speak better English than they did in peace time."

Despite German destruction of their buildings, lack of adequate facilities and the necessity for continuing the war against the enemy, in some districts of liberated Yugoslavia more schools are operating now than before the war. Courses have been arranged for the very young, and evening courses for adults. Conditions are difficult; there is a shortage of textbooks, equipment and paper. But newspapers and children's journals, blackboards made from plywood, charcoal for chalk and even plain sticks used to write on sand, are being used as substitutes. Some children are even learning to write the letters of the alphabet with beans or grains of maize.

Yugoslavia is short of teachers because so many perished at the hands of the Germans and many others are fighting. But teachers are being trained as quickly as possible. Some teachers go from village to village and hold classes two or three times a week in the homes of their students.

## Every Literate Mexican to Be a Teacher

Mexico, with an estimated illiteracy rate which ranges from approximately 46 per cent for the nation as a whole to as much as 65 per cent in certain states, is preparing to launch a mass attack on illiteracy. A campaign will begin early next year in which each literate Mexican between the ages of 18 and 60 will be asked to impart his knowledge of reading and writing to at least one illiterate countryman.

The campaign will begin officially on February 1, 1945 and end one year later, being followed by a three-months' survey of results which will be of aid in planning future campaigns of a similar nature. Meanwhile, pledges of cooperation are pouring into the Secretariat of Public Instruction from hundreds of newspapers, magazines, and radio stations and from tens of thousands of Mexicans throughout the country.

The most recent census, taken in 1940, shows that only 6,809,241 inhabitants in a total population of 19,563,552 are capable of reading and writing Spanish. Of the remaining population, 8,956,812 persons over the age of six are unable to read or write the national idiom, and more than 1,237,000 Mexicans of Indian origin lack even a speaking knowledge of the language. Official estimates place the national illiteracy rate at 45.57 per cent, but *Manana*, a leading Mexican magazine, asserts that almost 57 per cent of the population may be classified as illiterate.

To cope with this problem, the government is now preparing ten million copies of special instruction charts, to be distributed in the near future to millions of amateur language teachers in every part of Mexico, which will be supplemented in practice by special radio broadcasts and newspaper and magazine articles. It is believed that as many as 800,000 students will make sufficient progress during the first year of the program to qualify as literates under existing standards.

## Most Mexican Indian Groups Have No Written Language

One of the knottiest problems facing educational authorities in the anti-illiteracy campaign is that of indigenous groups lacking a written language. With the exception of Maya and Nahuatl, no alphabet exists for the scores of tongues spoken by Mexico's Indian populations, and the Roman alphabet employed elsewhere in the Western world is useless in the instruction of native groups here.

The problem is being solved by a series of charts, prepared by Mexico's leading linguists and philologists at the request of the Office of Indian Affairs, which employ familiar objects and symbols to represent the sounds found in Indian tongues in Mexico.

We are in the United Nations

## Secretary-Treasurer's Page

### Teacher Retirement and Social Security

**T**HE Research Department of the National Education Association recently published a bulletin on teacher retirement and social security which may cause some confusion because the report does not include information concerning recent developments in this important field. This bulletin appears to be a good example of the fact that in our rapidly moving society, research studies are often outmoded and obsolete before they are completed and published.

Most of the bulletin is devoted to a history of legislative proposals in recent years to include public employees in the federal social security program. In its conclusion the bulletin presents a brief description of the Wagner-Murray-Dingell Social Security bill as legislation sponsored by the American Federation of Labor and states that this bill with some modifications will probably be presented again in the next session of Congress. The authors of the bulletin conclude that "it seems almost certain therefore that the voluntary compact idea of coverage will be the most prominent proposal for covering state and local employees."

This statement does not represent an accurate or complete description of the current problem of extending social security to public employees. In fact, the AFT took definite action many months ago to see to it that this bill does not become law with the "voluntary pact" plan in its present form. To those of us who assisted in drafting that section of the original bill which pertained to public employees, the first printing of the bill was not entirely satisfactory because it did not follow exactly the provisions which had been agreed upon in a conference at AFL headquarters. In drawing up the general principles of the bill conferees had agreed that public employees should not be included in the act unless such employees had requested the employing agency, *by majority vote*, to petition the Social Security Board to place the employees under the social security program. However, in the first printing of the bill, the section on public employees was

changed to provide that any public employer might petition the Social Security Board for coverage of his employees and the Social Security Board would be authorized to grant such coverage without a majority vote of the employees.

AFT officials proceeded immediately to determine the reason for the omission of this provision and we were informed by the government experts who drafted the bill in proper legal form that the provision was omitted for two reasons: (1) it was considered unnecessary because the drafters felt that certainly no employer would voluntarily petition for coverage for his employees and pay the necessary taxes unless the employees themselves demanded such coverage; and (2) the Social Security Board did not wish to assume the responsibility of conducting elections among public employees throughout the Nation to determine whether they desired to be placed under the social security program. The drafters of the bill, therefore, seemed to be entirely unaware of the danger that some public employees, under the provisions of the bill as written, might be compelled, against their will, to accept social security in the place of existing retirement systems.

The AFT, as an affiliate of the AFL, was in a position to take direct action to correct this defect, for which the AFL was not responsible. At a conference on social security during the 1943 convention of the AFL in Boston, the Secretary-Treasurer of the AFT discussed this whole problem and insisted that the next printing of the bill include the original provision for a majority vote of the employees in order to guarantee absolute protection for existing teacher retirement systems and at the same time make possible social security coverage for those public employees who are actively and anxiously seeking it. It appears at present that a satisfactory agreement is taking shape which will provide that the Social Security Board *shall be authorized to extend coverage to public employers only in case such employers furnish reliable evidence that their employees have voted by majority vote to request that they be placed under the social security program.*

At the 1944 convention of the AFT in Chicago the Committee on Pensions and Retirement, in conference with the secretary-treasurer, wrote a statement embodying the tentative provisions of the above plan to include a voluntary pact based on a vote of the employees. The convention committee made one important change which the con-

vention approved, i.e. that a *two-thirds* vote of the employees be required. Social security authorities, while agreeing with the general recommendations of the AFT, point out that the two-thirds majority does not conform to established practice in other government agencies. If it should be impossible to secure the provision for a two-thirds majority, the simple majority—as in the Wagner Labor Relations Act—would provide protection for existing pension systems.

In an attempt to stop the rapid growth of the AFT ridiculous and highly unprofessional rumors have been spread in states where strong teacher retirement systems exist, that teachers will lose their pension rights—and in some cases their pension funds—if they join a union. Actually, of course, the opposite is true since the AFT is the only organization which is taking direct and positive action to protect the interests of teachers when and if social security is extended to the millions of workers not covered at the present time. It is a disgraceful fact that some non-union

teachers' organizations are opposing extension of the social security program lest such extension may in some way affect teacher retirement. One of the largest state teachers' associations in the Nation actually passed a resolution opposing any extension whatever of the social security system.

Let it never be said that the American Federation of Teachers opposed social security for other workers for purely selfish reasons but rather that we took definite steps to protect our own professional interests while supporting the battle of our fellow men for greater security.

IRVIN R. KUENZLI

### LATE NEWS FLASH

The AFT plan for protecting existing pension systems when and if social security is extended was approved by Dr. Altmeyer and other representatives of the Social Security Board in a conference at the AFL convention in New Orleans, Nov. 20-Dec. 1.

## The First Hundred Years of Cooperatives

ON December 21, 1844, twenty-eight workers in a small town of Rochdale, England, opened a grocery store with stock and equipment amounting to about \$140. Thus was launched the world-wide social movement known as consumers' cooperation.

Today in place of the little store on Toad Lane, Rochdale, there are about 1200 local consumer cooperatives throughout all of England, with a combined membership of over 9,000,000.

One fourth the population of Great Britain, over 11,000,000 people, buy their food from co-op stores. Cooperatives handle one third of Britain's milk supply, one sixth of the total meat trade, and one twentieth of the clothing business. They employ over 300,000 workers. Besides retail stores, English cooperators own and operate factories, bakeries, laundries, banks, and insurance companies.

The Cooperative Youth Movement has over 70,000 members carrying on cultural and social activities and spreading the ideas of the Rochdale Pioneers. Cooperative Youth Centers and Summer Camps are maintained in various parts of the British Isles.

The two Cooperative Wholesale Societies in England have a total share capital of nearly one billion dollars.

The Cooperative idea has spread from England to every point of the globe. Co-ops exist in forty nations and have a membership of nearly 100,000,000 people.

Before the present war, one seventh of the population of Europe belonged to some kind of cooperative group. About one half of Sweden and one half of Switzerland belong to cooperatives. In Finland 40% of all the nation's business is handled by co-ops.

In Denmark, 90% of the farmers and a majority of the city workers were cooperators before the war. The cooperative movement made it possible for Denmark to attain one of the highest standards of living in the world.

In the United States, consumer cooperation also "took." Two and one half million Americans belong to co-ops. The 10,000 cooperatives are doing nearly \$4,000,000,000 worth of business annually. One third of the foodstuffs handled by the Lend-Lease Administration comes from marketing cooperatives. They sell one sixth of the farm supplies used in food production.

In addition, Cooperators in the United States own and manage:

- 25 oil wells and 329 miles of pipe lines
- 15 feed mills
- 13 fertilizer plants





10 oil refineries

71 other factories

Seven hundred rural electric co-ops are carrying light and power to nearly a million farms. Credit Unions have a membership of 4,000,000 and assets of \$350,000,000. Cooperative health groups are supplying hospital and medical care to thousands.

Student cooperatives on 160 college campuses aid in reducing school expenses.

The Farm Bureau Cooperative Insurance Services furnishes auto, fire, and life insurance to a half million members at considerable savings.

Last summer, the Midland Cooperative Wholesale bought the entire village of Burkhardt, Wisconsin, to establish a model cooperative community of, by, and for cooperators.

The 14th Biennial Congress of the Cooperative League of America, held in Chicago, Ill., Oct. 8-13, was attended by 1300 delegates and visitors. It also served as the Centennial Cooperative Congress.

Addressing the Convention, Murray D. Lincoln, president of the Cooperative League, said: "Our test flight is over. We must put cooperatives into mass production."

The Rochdale Society of Equitable Pioneers did not intend merely to start a store that would ultimately expand into a world wide chain of consumer enterprises. In the first draft of the policies and aims of the Society, article 5 reads: "As soon as practicable, this society shall proceed to arrange the powers of production, distribution, education, and government—in other words, to establish self-supporting home colonies of united interests."

The entire program aimed at a complete social transformation through cooperative housing projects, agriculture, manufacturing, and marketing which shall establish a world based on mutual aid and assure peace, freedom, and opportunity.

The achievements of the first century are still far from that goal. But concrete practical gains have been scored. Here are a few of the results as listed by Murray D. Lincoln:

1. Cooperatives raise the standards of living for millions of people throughout the world.
2. Cooperatives return ownership of stores,

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Cooperative Housing Project, Glenview, Ill.  
Retail Cooperative Store, Rockville, Conn.  
Cooperative Creamery Association, Minneapolis  
Food Co-op Store, Hartford, Conn.



factories, and natural resources to the common man.

3. Cooperatives make business serve the needs of people and not profits.

4. Cooperatives bring vital and practical economic education to millions of world citizens.

5. Cooperatives ferret out and defeat monopolies which maintain high prices and scarcity of goods.

6. Cooperatives bring more goods to more people at less cost.

7. Cooperatives stimulate vital purchasing power by returning savings to members.

8. Cooperatives maintain our concept of justice through democratic and economic action.

The importance and significance of the cooperative movement is receiving increasing attention and recognition.

Vice-President Wallace stated: "Cooperation is the dominant economic idea of the future."

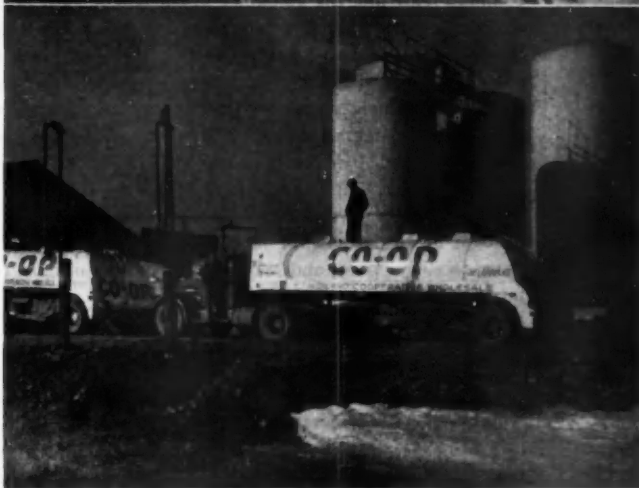
President Roosevelt in a message to the Committee on International Cooperative Reconstruction declared: "The weavers of Rochdale who founded modern cooperative enterprise balanced independence with interdependence, self-interest with good will, and action with foresight. Any effective handling of the problem of the relief and rehabilitation of the victims of Axis aggression must be based upon these same considerations. The cooperative movement which belongs to no one nation and has its roots in the traditions of all democratic peoples is therefore one of the appropriate instruments to be used in this task."

Organized labor has repeatedly endorsed the cooperative movement in America. More than 200 delegates and observers from labor unions and consumer co-ops attended the National Labor and Co-op Economic Planning Conference held in Chicago prior to the Centennial Cooperative Congress. A resolution was adopted urging the Cooperative League to establish a "labor services division" to coordinate information and service between the two groups.

The cooperative movement faces the next 100 years with resolute confidence. The second century of cooperation may well be the century of the cooperative man.

M. H.

Cooperative Cafeteria, New York City  
Oil Trucks, Midland Cooperative Wholesale  
Co-op Press Building, Minneapolis  
Co-op Gas Station, Scotts Bluff, Neb.



## NEW BOOKS

### **The Fight Against Isolation, from 1939 to August 1944**

THE BATTLE AGAINST ISOLATION. By Walter Johnson. *The University of Chicago Press*. 1944. \$3.00.

#### **The Subject**

The subject of this book indicates the outline of the greatest issue which has been before America since 1918 and which is now testing the intelligence, the common sense and the humanity of the American people. Civilization has been at the crossroads many times in the course of history, but never has the stark reality of world wide disaster and collapse been so apparent to those who look behind the scenes to see the assembled forces of disintegration and destruction. We shall be tested in America in the next few years as never before in choosing our part, which may mean the stability or the wrecking of civilization. It is fortunate that we are brought up to date on the crucial issue which the people have recently faced and which they must continue to face and to decide.

#### **The Author**

Walter Johnson, of the History Department of the University of Chicago, has been in the midst of the fight against isolation since the outbreak of the war in Europe. He was closely associated with William Allen White during all those years and had close contact with all of the movements designed to arouse America to the danger which faced her. He had the privilege of examining the letters and records of Mr. White and of the Committee to Defend America by Aiding the Allies. He brought to his work and to the studies which resulted in this book a fine background of historical studies and unusual experience in liberal politics. He brought, likewise, a trenchant pen which enabled him to put down in concise form the great outlines of the battle.

#### **The Book**

The book surveys the period from 1939 to August, 1944, with a brief background of the conflict running back through the years to the Wilson attempt to safeguard world peace through the League of Nations. The book is essentially a study of the organizations, the individuals and the public officials who fought to arouse the American people to the Nazi danger during the years when England and France were reeling under the blows of the Hitler legions.

The book particularly reviews the part which William Allen White played in the battle and it must be said that no man did more during those dark years than the "Sage of Emporia" to consolidate the thinking of American leaders behind the endangered democracies including our own democracy.

The book is history in the making. It is history up to date but, unlike most histories in the making, it is highly objective. While the author was in the midst of the battle himself, he has, with the poise of the

historian, been able to write the story from the documents. Seldom has it been that the issues of a great contest have been brought so completely and so closely up to date. Americans who have any concern for the future cannot afford to be without the knowledge contained in this book. It is "the story of America's greatest battle—which can either wreck or save world peace." World safety and our own as well rest upon the outcome of this battle and there can be no substitute for detailed understanding on the part of the people of this nation who will guide by public opinion the course that we shall take. The subject must be intensively studied and this book offers the best survey to date.

JOHN A. LAPP

### **A Diluted Beveridge**

FREEDOM FROM FEAR. By Louis H. Pink. *New York: Harper & Brothers*. 1944. 254 pp. \$2.50.

Viewing "freedom from fear" bifocally, Mr. Pink rightly sees that domestic social security depends ultimately upon international security; hence, the last 90 pages of his book deal with international postwar reconstruction. Renouncing revenge motives, the author urges economic cooperation among nations: the abolition of tariffs and trade barriers, free access for all nations to the world's natural and capital resources, and stabilization of currency through an international bank.

It is remarkable that Mr. Pink, who clearly sees that nations must surrender their economic sovereignty to unified international authority, is reluctant to apply the same principle in planning for our own social security. Here it is the fear of centralization that dominates Mr. Pink's program—and keeps it from being a program at all.

Two divergent attitudes characterize proposed programs of social security. One is that such security should be primarily a matter of private initiative—of savings accounts, accumulated property, and privately bought insurance, with supplementary charity or government aid for the "shiftless" many who cannot afford adequate protection. The other is that social security should be the common heritage, tax supported and equally applicable to all without the stigmata of social inferiority, means tests, and bread lines.

Between these two attitudes Mr. Pink wavers. As an honest writer whose career is in administrative social work, he is unhappy about present haphazard methods of dealing with insecurity, frank to admit the inefficiency, wasteful overlapping, and prohibitive costs of present programs. Yet his obsessive fear of centralization, never supported by cogent reasons, keeps him from going far in the other direction. The result is contradiction compounded with confusion, a different program for every different social program.

Two dogmas underlie Mr. Pink's proposals: let private initiative take care of social insecurity so far as possible; and when government supplementation is necessary, let it be local and state government rather than federal government that is called upon to administer it. He admits the unnecessarily high cost of administering private insurance, but prefers that to letting the government go into business. He admits the inadequacy of present health and medical group insurance,

but prefers it to bureaucracy and nationalization. He admits the senseless confusion of forty-eight different unemployment insurance plans, but prefers that to the danger of national regimentation. Why multiply examples? Despite his enlightenment and his social consciousness, Mr. Pink opposes the Wagner-Murray-Dingell bill, as well as any form of universally applicable security program, with the same kind of opposition that has in the past been directed against all socially initiated projects, from the first public schools to the TVA.

It would be unfair to leave the book, however, without saying that many of the author's specific plans—his housing program, for instance—allow for greatly increased socialization and government control. Mr. Pink's career of public service in New York has given him social consciousness and conscience.

The publisher's advertising blurb hails Mr. Pink's book as the "American Beveridge Plan." Absolutely right, as the old-time vaudeville comedian used to say, except for three things: it isn't American—it repudiates any national program of social security; it isn't Beveridge—it opposes the most distinctive feature of the Beveridge Plan, its universal application; and it isn't a plan in the first place.

—ROBERT ROTHMAN, *Local 231, Detroit*

## United Nations Education Kit Available to Schools

In the belief that education must play an increasing role in forging world understanding, the U. S. Office of Education has cooperated with the United Nations Information Office in the preparation of a United Nations Education Kit.

Teaching materials and visual aids in the kit may be used with high school or college classes as the basis for a unit of study on the United Nations. The kit may also be effectively used with adult clubs and discussion groups.

Each kit contains a reprint of "Building a United World," a study guide on the United Nations in war and peace, originally published in the September 20 edition of "Education for Victory"; 15 copies of "The United Nations Today and Tomorrow," 15 copies of "The United Nations—Peoples and Countries"; and large picture charts.

"The United Nations Today and Tomorrow" provides material for study organized under five headings: Who are the United Nations; Forerunners of the United Nations; How the United Nations Came into Being; How the United Nations Cooperate in War; and How the United Nations Cooperate in Peace. "The United Nations—Peoples and Countries" discusses each of the 37 nations in terms of geography, history, cultural uniqueness, political system, economy, and wartime role. Student activities, supplementary readings, and discussion questions are included in the "Education for Victory" reprint.

The United Nations Education Kit may be purchased for \$3.50 from the United Nations Information Office, 610 Fifth Avenue, New York 20, New York. It is estimated that a sufficient number of copies of the pamphlets are included in each kit to make use of the kit practicable for groups of approximately 30 students. Additional copies of the materials may be purchased for use with larger classes.

## Attractive Nutrition Kit Now Ready for Elementary Schools

In line with the present movement to improve the health of the nation through an intensive program on physical fitness, a nutrition project for elementary schools has been developed and is now ready for distribution.

This project is built around a nutrition reader titled *You and Your Engine*. This reader, together with five other pieces of material—posters, work charts and a teachers' manual—comprises a teaching kit.

The nutrition reader, *You and Your Engine*, is written by Laura Oftedal of the Laboratory Schools, University of Chicago. It is a thirty-two page book profusely illustrated with colored pictures, and is designed for children in the middle grades. By comparing the child's body to a railroad locomotive, and the child to the engineer, this reader points out that, like an engine, the body must have the right kind of fuel in order to "run at its best."

In a simple manner, the reader explains the different food nutrients to the child, acquainting him with the foods which are required to keep the body well. In the back of the reader is a section entitled "Things to Do" which suggests activities for the children through which they will acquire concepts and skills in harmony with better understandings of the relationships involved in eating the right foods daily and maintaining vigor and health.

Two work charts are included in the kit. These are known as "The Foods I Eat" and "My Daily Food Record." "The Foods I Eat" is a small black and white chart to be filled out by the child before he reads *You and Your Engine*. This chart assists the teacher in determining where to place emphasis in her nutrition instruction. "My Daily Food Record" is a colored chart to be filled out by the child after he has read the book. When "My Daily Food Record" is completed, it may be taken home to enlist the interest and cooperation of the parents. This chart also contains space where the child may keep his height and weight record for a year.

Because of their effectiveness in teaching, wall charts have been prepared for use in connection with the nutrition reader. Six "Food Nutrients" charts, which appear in the book, have been reproduced in larger size and in full color. This set gives the functions and, by illustration, the best sources of calories, protein, calcium, phosphorus, iron, and the vitamins. The "Food Nutrients" charts are 16 x 19 inches in size.

"The Foods You Need Every Day" is another wall chart and is also printed in color. This chart, which measures 19 x 28 inches, is an adaptation of a chart used in the nutrition reader. It pictures the food groups that are necessary every day for an adequate diet.

The final piece in the kit is the folder "Suggestions for Teachers" which explains how the material in the kit may be used most effectively.

### Complimentary Copies Available

A complimentary copy of the "Elementary School Nutrition Teaching Kit" will be sent to a qualified person, upon request to the Department of Nutrition, National Live Stock and Meat Board, 407 South Dearborn Street, Chicago 5, Illinois.





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## New Slidefilms for Shopwork Now Available

Wartime needs for effectual training in crafts and skills have widened interest in shopwork generally, not only in our schools and industries but also in our homes. Emphasis on workshop studies, particularly in the field of woodworking, has been marked in all parts of the country in schools of many types.

This emphasis has resulted in the preparation of a series of twenty-two discussion type slidefilms, now available to school workshop instructors—"Instructional Program of Safe Practices in Woodworking." Fourteen of these slidefilms deal with the proper use of woodworking tools and machinery, while eight cover basic shop safety. There is a total of 1,128 individual teaching pictures in the series—special photographs, drawings, charts and other pictorial exhibits. Visual material is amplified with letterings, labels and legends superimposed on the film and projected with the pictures—to help the viewer get the proper meaning of the visual presentations of procedures, purposes and techniques.

All or any one of these subjects are available to meet the needs of the individual instructor:

### PROPER USE OF WOODWORKING TOOLS AND MACHINERY

1. Hand Tools, Hammers, Saws
2. Planes, Bits, Knives, Chisels, Screwdrivers, Files
3. Tool Grinder
4. Drill Press

5. Jigsaw
  6. Bandsaw
  7. Disk Sander
  8. Belt Sander
  9. Lathe: Parts, Spindle Turning
  10. Lathe: Faceplate Turning, Other Operations
  11. Planer
  12. Jointer
  13. Circular Saw: Parts, Installing Blade
  14. Circular Saw: Setting Up, Operating
- ### BASIC SHOP SAFETY

1. Play Safe and Work Safely
2. Maintaining a Safe Shop
3. Safety Inspection
4. Training for Emergencies
5. Treatment for Bleeding, Shock; Preventing Infection
6. Aid for: Injuries, Fainting, Burns
7. Eye Protection
8. Power Supply

Each of these slidefilms concludes with a review and a series of pointed test questions in order that the student may know his progress. Depending upon the methods and preferences of the individual school-shop instructor, the films may be used for a study of basic principles and procedures, the character and purpose of tool or machine, *prior* to work projects in the school shop. Or, the pictures may be projected in the workshop itself on wall or screen—to provide step-by-step procedure patterns in woodworking tool and machinery utility.

This is the first attempt made to provide a complete and comprehensive visualized study course on the subject, combined with basic safety practices. For further information write to the Jam Handy Organization, 2900 East Grand Blvd., Detroit 11, Michigan.

A recent survey indicates that after the war 60 per cent of American homes will be equipped with home workshops which the owner may use either for pleasure or for profit. This means, of course, that interest in workshop study and practice in the home will bring even greater emphasis on the subject in our schools. With millions of people of all ages having become "workshop conscious" through wartime demands, the subject becomes of constantly greater importance to the educator.

LYNE S. METCALFE

1. What four things should you do to be dressed safely?
2. If your work is 1 inch larger than finished size, should you saw it or cut it down on the jointer?
3. What should you do if your work is  $\frac{1}{4}$  inch larger?
4. How long must a piece of wood be to be planed safely?

### 1. Dress Safely.

Remove your outer garments, and wear an apron. Roll your sleeves, and tuck in your tie. Remove rings and wrist watch. Anything worn on the hands is dangerous when using a machine equipped with a power feed.



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# NEWS FROM THE LOCALS

## AFT Local in Wilmington, Delaware Issues Report on Year's Activities

This excellent report on the year's activities of the AFT local in Wilmington, Delaware may contain many helpful suggestions for other AFT locals. In a few instances we have omitted references to person or groups because the references would be significant only to those living in or near Wilmington.

### Teacher Welfare Program

JUNE 1943

Single salary study recommended to Professional Standards Committee.

Initiated Blue Cross surgical program which was later taken up by the whole system.

Rider attached to the 12 month contract which released us from possibility of 12 months' service.

AUGUST

Two delegates to the national convention.

SEPTEMBER

Miss Catherine Bryson appointed to National Committee on Academic Freedom.

Mrs. Evelyn Dickey appointed to National Committee on Working Conditions.

OCTOBER

Single salary study under way.

General meeting, Miss Selma Borchardt, Vice President of the AFT, speaker. Subject, "Pending National Legislation."

Two Federation members appear before Board of Education. One case affected teachers who are injured in service; the other was a salary adjustment which affected 19 teachers. Both decisions favorable.

DECEMBER

Another Federationist before the Board for a salary adjustment. Decision favorable.

Conference with a responsible public official on teacher welfare.

Conference in Philadelphia on Working Conditions. Miss Margaret Root, chairman.

JANUARY 1944

Two conferences on lunch situation in the elementary schools.

Letters to 25 AFT locals to determine the lunch procedures in other cities. Ultimately the lunch conditions considerably improved.

Miss Bessie Cloud elected to the Executive Committee on Professional Improvement sponsored by the Administration.

Participated in writing report on teachers' salaries which was presented by the AFT to Congress during its hearings on the "White Collar Worker." Report inserted in the Congressional Record.

Meeting of National Committee on Academic Freedom.

Building Representatives propose plans for recommending sabbatical leave. Sabbatical leave had already been suggested by us at a meeting in May, 1943, at which the Superintendent was present.

Represented at two meetings on retirement.

Noon supervision of playgrounds satisfactorily settled.

Open meeting on retirement. Speakers from four states which have successful retirement systems.

MARCH

Building Representatives recommended that days lost because of death in the family shall not be deducted from salary or sick leave. Passed by the Board.

Single salary panel discussion. Mr. and Mrs. Harry Rantz, of the Philadelphia local, guest participants. Federation votes new minima and new maxima salaries.

Letter endorsing only the contributory retirement plan with disability clauses.

Committee appointed to study taxation and budget analysis. The New York local very generously offered its facilities and assistance.

APRIL

Building Representatives recommend closing of schools on May 29th. Passed by Board.

At a meeting of the Professional Improvement Committee sponsored by the Administration, we voted against a motion to resume in the fall the "4 credits in 6 years" plan. Motion lost. Program will not be resumed next year.

MAY

General meeting on single salary schedule. After amending several clauses the schedule was approved.

Federation representatives present single salary schedule to the Board.

Conference with a public official on teacher welfare.

Favorable settlement of a mistake in a Federation member's contract.

Recommendation that in the future when a holiday occurs on Tuesday or Thursday that a long week-end be observed.

Conference with Chairman of Finance Committee of City Council.

Attendance at City Council for final reading of the budget. Joint Labor Committee on Education attend with us and express labor's interest and concern for the efficient functioning of our public schools.

Member of local elected to Public Schools Retirement Board.

### Educational and Public Affairs Program

OCTOBER 1943

Philadelphia-Camden-Wilmington educational conference.

NOVEMBER

Federation members begin to attend City Council every Thursday night.

DECEMBER, 1944

25

Visited 15 AFL locals to raise an Education Fund. Approximately \$1800 contributed.

Publicity begins on Hi-School canteens.

#### DECEMBER

First issue of "*The Federation Teacher*."

Two representatives appointed to the Industrial Committee of the YWCA.

One hundred dollars to The Neediest Families Fund.

#### JANUARY 1944

Opening of the Hi-School canteens.

In collaboration with the YWCA and labor groups, projected a 15-week workers' education program.

#### FEBRUARY

Ads go up in busses urging parents to keep their children in school.

Participated in Community Council on Youth meeting.

Letter from the American Association of University Women commending our canteen program.

Article in labor publication on the Wilmington Workers' Education program.

#### MARCH

Submitted a report to the Board of Education on our canteens, as requested by Board.

Letter from the Adult Education Department of the University of Minnesota commending our participation in the Workers' Education Program.

Central Labor Union's education committee calls on the Superintendent of Schools.

Meeting of representatives of various labor groups.

Formation of a Joint Labor Committee on Education.

Report to the New Century Club on our canteens, as

requested.

Participated in the Ursuline Forum on Labor.

Letter from the Superintendent commending our bus ads.

Represented by three delegates at the State Conference of Social Workers.

#### APRIL

Our canteen program noted in the April report of the Board of Education. Significant that the canteens drew an approximate attendance of 7,000.

Conference with the Mayor to recommend a City Department of Recreation.

Membership in Community Council on Youth.

Joint Labor Committee on Education presents labor's program for public education to the Board of Education.

#### MAY

Charter Day Dinner. One of the happiest memories of the year.

Mr. David Collins, Vice President of the Central Labor Union, makes radio address on labor's education program.

Sent 75 pounds of special 4 ply string to Valley Forge Hospital for rehabilitation work among the convalescent soldiers. Our remembrance for Memorial Day.

Joint Labor Committee on Education meets with the Superintendent of Schools.

Central Labor Union's open meeting on educational problems in our schools.

Participated in meeting of Community Council on Youth meeting.

Participated in Wilmington Housing Association's meeting on slum clearance and better housing.

## St. Louis Vocational Teachers Achieve Success in Negotiations to Eliminate Injustice

**680** ST. LOUIS, MO.—Recently the St. Louis Vocational Teachers Federation successfully completed negotiations which were begun more than a year ago for the purpose of correcting what seemed to the members of Local 680 to be an injustice to the vocational teachers.

According to a salary schedule adopted by the Board of Education in July 1943, the vocational teachers were limited to a maximum salary of 67½% of the maximum pay of the regular high school teachers unless the vocational teachers had a master's degree in addition to the trade qualifications required by the State and Federal Vocational Boards. Thus the vocational teachers were required to have more in the way of preparation than was required of any other group of teachers.

A committee representing the vocational teachers held several conferences with the superintendent of instruction, Philip J. Hickey, and his assistants. The committee was received cordially and all discussions were of a constructive and amicable nature.

Although it required more than a year to gather and organize data for a thorough study of the question, the committee feels that the time was well spent, for not only was the injustice in the salary schedule corrected but the negotiations developed a relationship of confidence between the administration of the instruction department and the Vocational Teachers Federation. With Superintendent Hickey's sympathetic and wholesome understand-

ing of vocational education, the vocational teachers believe that they have a real opportunity to develop a strong vocational program which will serve the best interests of both labor and the community.

Harry Guest, president of Sign Painters Local 774, is also president of AFT Local 680. Members of the negotiating committee were Carl W. Brown, chairman, Mack Holland, Raymond J. Sacks, and Oliver Wirthman. Local 680 has the strong moral support of the AFL unions in Greater St. Louis.

### State Council Formed in Missouri

The several AFT Locals in Missouri together maintained a booth of information and literature at the Missouri State Teachers Convention, held in Kansas City November 1-3. Local 691, of Kansas City, gave an informal tea at the Hotel Phillips for members and friends of the Federation. AFT Vice-President Mary Moulton attended and after the tea assisted in forming a state council for the purpose of integrating activities among the several locals until such time as a state federation can be formed.

Officers of the newly formed state council are as follows: Ray Lawless, 691, Kansas City, president; Charles Kincaid, 420, St. Louis, executive vice-president; Tina Cook, 653, St. Joseph, second vice-president; Carl Brown, 680, St. Louis, treasurer.



## Leyden Council of Local 571 Wins Adoption of Salary Schedule for Community High School

**571** FRANKLIN PARK, ILL.—

Last spring the Leyden Council of the West Suburban Teachers Union reported the adoption of a salary schedule by the Board of Education of the Leyden Community High School, Franklin Park, Illinois. Since there were many requests for information about the schedule the president of the Council, Mr. E. A. Rerucha, sent the *AMERICAN TEACHER* a copy of the schedule and an explanation of how it was obtained.

The Leyden Council of Local 571 took the initiative in establishing the schedule. The desire for a salary schedule was conveyed to the board of education through the union's coordinating committee, which meets with the board as often as is necessary. Then a union salary schedule committee was appointed. On this committee were placed members of the coordinating committee so that the persons who would make representations to the board would be thoroughly familiar with the schedule and the background of discussion leading to its development.

After many meetings and much thought and discussion, the various features of the schedule were determined. As these were agreed upon by the committee they were submitted to the union members for criticism and discussion at a general meeting and subsequently revised as necessary. When the whole schedule was completed it was presented at a joint meeting of the union's coordinating

committee and the board's committee, which consisted of three board members and the superintendent of schools.

### Explanation of the Schedule

#### Credit for Outside Experience

Credit equal to one-half the number of years taught is given for teaching experience outside of Leyden, the total credit not to exceed five years. **EXAMPLE:** A person with ten years' teaching experience outside of Leyden would be credited with five years' experience and would receive \$2,225 or \$2,325, depending on whether he had a bachelor's or a master's degree.

#### Heads of Departments

Heads of departments receive \$0 to \$150 above schedule, the amount to be determined by the administration and payable at the end of the school year. (The committee felt that since the amount of work varies with the departments and since it would be difficult to pre-determine the amount of work involved, a better estimate could be made at the end of the year.)

#### Smith-Hughes and George-Deen Teachers

For Smith-Hughes and George-Deen courses requiring extra and special training and work experience, teachers receive \$40 per hour-class per year extra. If one such class is taught one hour per day the teacher receives \$40 per year extra; if two hours, \$80; if six hours, \$240, etc.

#### Credit for Work Experience

If work experience is necessary for courses other than Smith-Hughes and George-Deen courses, credit is given for one-half the number of years of work experience as well as for teaching experience, but the total of both cannot exceed five years.

#### Bonus for Superior Work

A bonus of up to \$200 may be paid for superior work, the amount to be determined by the principal each year and paid at the end of the school year. The bonus may be paid one year and not the next, according to the judgment of the principal.

#### Coaching

In the case of coaching football, basketball, track, and baseball, one of these sports is considered as a normal extra-curricular load. If it is necessary to coach more than one of these sports, extra compensation of \$200 is given.

#### Other Extra-Curricular Activities

All other extra-curricular activities are distributed equally as far as possible. If such distribution is not possible, extra compensation is determined on the same monetary and time basis as for coaching.

#### Special Cases

The salary schedule applies to all teachers except four who are exempt from the master's degree requirement because of their many years of teaching experience. The schedule applies also to any teachers who will be employed subsequently.

Under special conditions due to the law of supply and demand, teachers may be employed at salaries up to \$300 above schedule, provided that the schedule catches up with their salary according to the plan described two paragraphs below.

#### Maximum Salary

The salary of no individual can exceed \$3,600 with all extra compensations.

#### Three-Year Salary Adjustment

##### Period

A three-year salary adjustment period was suggested because some teachers were below and some above the proposed schedule. If an immediate adjustment had had to be made, the school budget would have had to bear in one year the entire burden of the increments necessary to place those who were behind the schedule on the schedule. Teachers above the schedule would have had to wait until the schedule caught up with them—in some cases this would have taken more than three years.

### SALARY SCHEDULE FOR LEYDEN COMMUNITY HIGH SCHOOL

Years of Experience (Leyden Equivalent)	BACHELOR'S DEGREE	MASTER'S DEGREE	Yearly Increment
0	\$1700	\$1800	-----
1	1800	1900	100
2	1900	2000	100
3	2000	2100	100
4	2100	2200	100
5	2225	2325	125
6	2350	2450	125
7	2500	2600	150
8	2650	2750	150
9	2775	2875	125
10	2900	3000	125
11	3000	3100	100
12	3100	3200	100
13	3150	3250	50
14	3200	3300	50
15	3200	3350	50
16	3200	3400	50
17	3200	3450	50
18	3200	3500	

#### *Determination of Adjustment*

##### (A) If ahead of schedule:

Annual increment = Regular increment less  $\frac{1}{3}$  the amount ahead.

##### (B) If behind schedule:

Annual increment = Regular increment plus  $\frac{1}{3}$  the amount behind.

#### *Cuts in the Schedule*

In the event that the district's finances will not permit meeting the schedule in full, the schedule will be followed in every detail and then a uniform per cent cut will be applied.

"We received very fine cooperation from the board of education," writes Mr. Rerucha. "A large part of this is due, we feel, to the fact that the members of the committee tried to view the whole thing from an impersonal viewpoint and tried to anticipate all the possible questions and difficulties that might come up. We approached the board with these facts, discussed the matter item by item, offered and took suggestions, and finally arrived at a schedule satisfactory to all parties concerned."

## Gary Obtains Permanent Increase of \$400 in Salary Schedule

**4** GARY, IND.—The Gary local is happy to announce that its efforts to secure a permanent \$400 increase in the Gary salary schedule have been successful. This latest increase means the attainment of the goal which the Gary Teachers Union set when it submitted its first salary schedule in December, 1937.

"It has taken seven years of continuous and untiring work on the part of the officers of the Union and of the finance committees to bring about these results," reports the *Gary Teacher* in its October issue. "Just for the sake of refreshing your memory, let us review the growth of the salary schedule. The maximums on the salary schedule which became effective January 1, 1938, were: \$1,600, \$1,800, \$2,200 and \$2,500. The maximums for these same groups January 1, 1945, will be, \$2,300,

\$2,500, \$2,900 and \$3,200.

"We feel that this is a salary schedule to be proud of. Gary is now on a par with other leading cities of the state. We no longer have a cost-of-living bonus; instead we have a permanent raise, which gives the teacher a feeling of security.

"The teachers who received a \$300 bonus this year (1944) will get a \$100 raise January 1, 1945; those who received a \$275 bonus will get a \$125 raise; and those who received a \$250 bonus will get a raise of \$150. In addition to this, all teachers who have not reached the maximum for their group will receive the annual increment of \$100. The teachers who were new in Gary last year and who did not receive a bonus for 1944 will receive a \$400 raise beginning January 1, 1945."

## Portland Local Makes Working Conditions Survey

**111** PORTLAND, ORE.—An excellent survey of working conditions in the Portland schools was made recently by Local 111. In a workmanlike fashion, a committee headed by Margaret Reid summarized the sources of dissatisfaction and offered suggestions for the correction or amelioration of these conditions.

The committee's survey was the result of long and careful study. In some schools almost every teacher expressed his or her views; in others their views were expressed through a representative; all faculties had an opportunity to present their "pet peeves." The committee worked to some extent through the Union study club, holding meetings open to anyone who cared to discuss conditions at his school. There was further discussion at a regular meeting at which the local approved the findings and recommendations of the committee.

#### **Undesirable Conditions**

The following conditions were found most frequently to be a source of annoyance and hence were emphasized in the report:

First, most teachers have no free

time from the moment they arrive at the building until school is dismissed. Neither grade schools nor high schools have a regular daily free period which a teacher can use for planning lessons, arranging make-up work, or carrying out the constantly increasing clerical duties. This situation did not prevail in the high schools, however, until the institution of the hour period.

Second, new activities keep creeping into the teaching job. Administering book rentals, keeping cafeteria accounts, arranging school entertainments and preparing for school social affairs take more and more time. Teachers know these activities are all part of the school world, but when they are piled on top of an already busy day the burden may make the teaching job itself onerous.

Third, many teachers feel that needless time is often consumed by meetings; that frequently instructions and information could be given in mimeographed form rather than in faculty or department meetings.

#### **Changes Recommended**

These, then, are the main causes of teacher dissatisfaction with the

school set-up as it operates today. Some suggestions for correction or improvement are as follows:

Each teacher should have one period a day free from class work and supervising activity.

Unnecessary clerical or extra-curricular activities should be eliminated.

Elementary schools should use the first day of the term as "organization" day, beginning regular classes on the second day.

Teachers, especially those new in the system, should receive more definite constructive help from supervisors.

Many teachers feel the task of curriculum revision, preparation of courses of study, and similar work which consumes many after school hours is too heavy a drain on the little energy left at the close of the teaching day.

#### **The Hour Period in High Schools**

Among high school teachers the hour period is almost unanimously disliked. Objections are that pupils persist in believing that it should take care of all preparation and consequently do no home study. Science

instructors find the hour period too long for recitation and too short for laboratory work. The hour period was introduced with the intention of making the classroom a workshop, but few workshop materials have been provided.

Another special grievance of the high school teachers is the heavy tasks falling to the chairmen of departments along with regular classes. The solution here, it is suggested, is to allow a chairman at least one extra free period a day for departmental administrative duties.

### Democracy in School Administration

As a last constructive suggestion the committee believes that in some instances teacher morale would be better were all principals to adopt a democratic attitude toward their faculties. In some schools, teachers stated, it is difficult to discuss problems with the principal; in others the principal assumes a dictatorial attitude. It is suggested that teachers' cooperative committees be used as much as possible for furthering a better, more democratic relationship of principal toward teacher.

The committee concluded its report with the modest statement that it does not expect all these reforms to blossom forth in one day, but that it is hopeful of a slow and healthy growth of better conditions.

## Fordson Local Organizes Committee on Professional Relations

**681** FORDSON, MICH. — The Fordson Federation of Teachers has organized a Committee on Professional Relations, which has drawn up a form for teachers to use in presenting their individual problems for consideration and recommendation.

The *Fordson Teacher* contains this statement concerning the significance of the procedure to be followed:

"Most people will agree that teachers as a whole do a considerable amount of griping here and there with the secret hope that if it gets back to the Administration their names will not be associated with it.

"This attitude is neither fair to the administration nor profitable to the teacher. It is to the advantage of principals and supervisors that teachers be correctly assigned and well treated. A building where class

loads are beyond what the traffic will bear is an indication of poor administration. Unequal distribution of duties and free hours is a relic of the age of paternalism and is therefore not in keeping with the democratic processes for which even now so many are giving up their lives. The sentiment of the American people has made itself felt in the approval given the Wagner Act. Unfair promotions are a repudiation of our way of life.

"Teachers of the Dearborn Public Schools need fear no dire consequences in presenting their problems through the machinery set up by the Professional Relations Committee of the Fordson Federation of Teachers. Our committee working with the administration will handle those problems in a dignified way in which the mutual respect of all will be

## Teachers Should Have Chance to Help Decide on Promotions

**231** DETROIT, MICH.—At the beginning of every semester, as teachers gather in the places where teachers gather, one of the topics always under discussion is the recent promotion list. Federation members are glad to see organizational discrimination has become a thing of the past, and welcome the recognition by the Administration of the superior service given the schools by Federation members who have received promotions.

This does not blind us, however, to the fact that many things are wrong with the promotion system of the Detroit schools. We are indeed fortunate in the number of worthy promotions made through the years in spite of the lack of standards. Certainly we are more fortunate than many cities in having a Board of Education that does not play politics with school jobs. Members of the Board rely absolutely on the recommendations made by the Superintendent and his staff.

It is particularly important, therefore, that recommendations be made in such a way that the schools are assured of having the best possible persons receive promotions. We have all seen the tragic results of incompetence. The individual himself suffers by being placed in a position for which he is unfitted. Certainly the teachers under him suffer. General morale is impaired by a promotion system based on patronage rather than on merit. Further, potentially fine teachers cannot deliver their maximum except with leadership of vision and creative ability. In the end, it is always the youngster in the classroom who suffers, and through him our society itself.

Overhauling of our promotion system in Detroit is a *must*. Every administrator needs to be freed from the necessity of making his recommendations for promotion on a personal basis. The Superintendent and his staff need to be confident that the names which come to them have passed through as objective a selective process as possible.

*Why not give teachers a chance to pass on the qualifications for promotion of their co-workers? Teachers prefer to work under competent people. They should have a voice in their selection.*

*From the "Michigan Teacher," October, 1944*

maintained. No problem, small or large, will be disregarded.

"Fear of the processes of mediation is fear of democracy itself. If we as teachers are afraid of democracy we have no right to teach Dearborn's children."

### Chattanooga Members Hear Emil Ludwig

**246** CHATTANOOGA, TENN.—Through the efforts of the union teachers of Chattanooga, the people of that community were given the opportunity of hearing an address by Emil Ludwig, who spoke in the high school auditorium on the evening of November 10.

### NEWEST A.F.T. LOCALS

- 818**—DAVENPORT, IOWA
- 819**—GROSSE POINTE, MICH.
- 820**—ALTOONA, PA.
- 821**—DAVIESS COUNTY, IND.





**"I hear the war's practically over...back home!"**

**P**ROBABLY it's only natural for us here at home to feel that the war's almost won, the way the good news has been pouring in.

But the war's not over for *him*—*not by a long sight!* And he's just one of a few million or more that will stay over there until they finish the bloody mess. Or kill time for a few months—or years—in some hospital.

What about *you*?

This is no time to relax. No time to forget the unfinished business. It's *still* your war, and it *still* costs a lot.

So dig down deep this time. Dig down till it hurts, and get yourself a hundred-dollar War

Bond over and above any you now own—or are now purchasing. This 6th War Loan is every bit as important to our complete and final Victory as was the first.

Don't "let George do it"—get *yourself* that *added* bond, help finish a magnificent job *right*. The quicker you reach down deep, the better you do *your* job for war, the more you'll contribute to ending the fight. And the quicker they'll come back—the guys that can *still* be killed.

After all, you're safe and sound and *home*. That's worth *another* hundred-dollar bond to you, isn't it?



**Buy at least one extra \$100 War Bond today!**

**THE AMERICAN TEACHER**

*This is an official U. S. Treasury advertisement—prepared under auspices of Treasury Department and War Advertising Council.*



# Labor Notes

By MEYER HALUSHKA, Local 1

## AFL to Aid Foreign Labor

Matthew Woll, vice-president of the American Federation of Labor, has announced the formation of a Free Trade Union Committee by the Labor League for Human Rights for the purpose of raising \$1,000,000 from AFL members to aid in the reestablishment of free democratic trade unions in Europe and South America.

"Without a free trade union movement, it will be impossible to rebuild a democratic Europe," declares the statement. "A permanently crushed labor movement abroad will mean that we have failed to win the war of ideas that we have been fighting against Nazism and Fascism. In addition, the restoration of Europe's labor unions will be the most effective way to maintain existing high living standards of American workers, since it will eliminate the ruthless competition resulting from oppressed, underpaid, slave or forced labor abroad."

All AFL locals are asked to contribute.

## On the Anti-labor Front

At a time when organized labor is concentrating all its efforts to achieve an immediate victorious peace, hostile organizations and employers are staging a "Pearl Harbor" attack on unions.

In California, the Merchants and Manufacturers Association attempted to secure the passage of an amendment to the State Constitution euphemistically called the "Rights of Employment" amendment. Similar proposals with almost identical wording were introduced in Florida, Arkansas and various other states.

The amendment reads as follows:

"Sec. 1A. Every person has the right to work and to seek, obtain, and hold employment without interference with or impairment or abridgement of said right because he does or does not belong to or pay money to a labor organization."

Adoption of this innocuous-appearing measure would result in voiding every closed shop agreement, every maintenance-of-membership agreement, in fact every form of union security. It would establish compulsory non-union open shops. It would be in conflict with the national labor policy as laid down by the National Labor

Relations Act.

On November 7 California defeated the proposal by a 3 to 2 vote, but the amendment carried in Florida and Arkansas. The AFL will test its constitutionality in the higher courts.

A plea for financial contributions from individual unions to carry on an educational campaign against such anti-labor legislation has been made by President William Green.

In Louisiana, organized labor and a committee of clergymen succeeded in securing the overwhelming rejection of such a bill, termed the "Freedom to Work" bill by the legislature.

Father J. A. Drolet, of New Orleans, hailed the action of the legislature as a "notable victory against unjust, un-American, immoral, and disruptive legislation."

## War Department Report on Labor's War Record

In a document known as "Fact sheet No. 29" sent to 175,000 "orientation officers" Gen. Geo. C. Marshall, chief of staff, and the War Department refuted the two most widely disseminated falsehoods of the war: (1) that strikes are impeding the war effort, and (2) that workers are "living in luxury" on "high war wages."

About wartime wages the document states: "The burdens of the war have been borne by nearly all factory workers, in the form either of a reduced scale of living or of harder work without material improvement in current living. Increased weekly wages are offset by income taxes, war bond subscriptions and increased costs of living."

As to strikes: "During the first year after Pearl Harbor, the amount of working time lost on account of strikes was 1/20 of 1% of the available working time. In 1943, due to widespread strikes in the coal mining industry the number of man days lost on account of strikes increased. But even this total was only 14/100 of 1%."

After detailing the amazing statistics of war production, citing the record peaks reached, the report concludes: "The production front record of management and labor is magnificent—it needs and should have no apology—only publicity and understanding."

## Organized Labor on the Air

The American Federation of Labor has completed arrangements for the most ambitious and comprehensive radio educational program in its history.

Beginning Jan. 7, 1945, the AFL will broadcast a weekly radio program over a national network every week of the year. The programs will be carried by the National Broadcasting Company for the first thirteen weeks of 1945; by the Columbia Broadcasting System the following thirteen weeks; and by the Blue Network for the remaining twenty-six weeks.

In addition the Mutual Broadcasting System will carry spot programs and cover special AFL events and features.

## White Collar Workers Organize

The AFL Executive Council recently chartered an international union for office workers and one for chemical workers.

This will make it possible for millions of "white collar" workers to organize and raise their weekly earnings, which are among the lowest of all groups.

The Senate subcommittee on War-time Health and Education in its report, "White Collar and Fixed Income Groups in the War Economy," states: The minimum income which could provide an adequate living is \$35 a week for a single person and \$47 a week for a married one. Yet in 1943 a group of 4½ million white collar workers averaged only \$28.69 a week. (The estimated average for all public school teachers was about \$32 a week.)

In well organized industries weekly earnings range from \$50 to \$63 a week.

## International Labor Gains

The International Federation of Trade Unions numbered 16,172,325 members at the beginning of 1944. This represents an increase of more than a million members during the past year.

Walter Schevenels, general secretary, reports that the bulk of the membership comes from Great Britain (6,024,411), the American Federation of Labor (6,564,411) and the Swedish Unions (1,200,000).

## Have a Coca-Cola = Merry Christmas



*...adding refreshment to holiday cheer*

The spirit of good will rules the Christmas season. It's a time to get together with friends and family... a time when all we mean by *home* in its graciousness and friendliness is at its peak. In such an atmosphere Coca-Cola belongs, ice-cold and sparkling with life. There's a whole story of hospitality in the three words *Have a "Coke"*,—three words that express a friendly spirit the whole year 'round. Yes, Coca-Cola and *the pause that refreshes* are everyday symbols of a way of living that takes friendliness for granted.



It's natural for popular names to acquire friendly abbreviations. That's why you hear Coca-Cola called "Coke".

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